

## Whitmire Elementary

2597 Hwy. 66  
Whitmire, S.C. 29178

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	255 Students	
<b>Principal</b>	Jim C. Suber, Jr.	803-694-2320
<b>Superintendent</b>	Bennie Bennett	803-321-2600
<b>Board Chair</b>	Lee Attaway	803-345-7083

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	73	19	1

## IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Below Average	Good	No

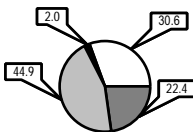
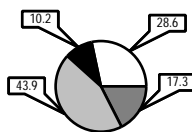
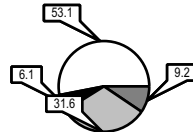
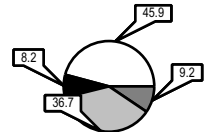
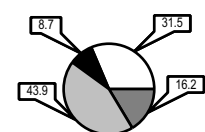
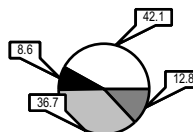
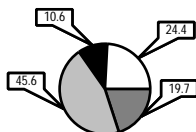
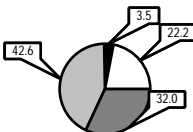
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	100	100.0	30.6	44.9	22.4	2.0	36.7	Yes	Yes
<b>Gender</b>									
Male	50	100.0	42.0	50.0	8.0	0.0	18.0	N/A	N/A
Female	50	100.0	18.8	39.6	37.5	4.2	56.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	76	100.0	28.4	43.2	25.7	2.7	41.9	Yes	Yes
African American	24	100.0	37.5	50.0	12.5	0.0	20.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	79	100.0	22.1	49.4	26.0	2.6	44.2	N/A	N/A
Disabled	21	100.0	61.9	28.6	9.5	0.0	9.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	30.6	44.9	22.4	2.0	36.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	100	100.0	30.6	44.9	22.4	2.0	36.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	66	100.0	35.9	43.8	18.8	1.6	28.1	No	Yes
Full-pay meals	34	100.0	20.6	47.1	29.4	2.9	52.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	100	100.0	28.6	43.9	17.3	10.2	39.8	Yes	Yes
<b>Gender</b>									
Male	50	100.0	36.0	42.0	16.0	6.0	32.0	N/A	N/A
Female	50	100.0	20.8	45.8	18.8	14.6	47.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	76	100.0	25.7	40.5	20.3	13.5	45.9	Yes	Yes
African American	24	100.0	37.5	54.2	8.3	0.0	20.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	79	100.0	20.8	45.5	20.8	13.0	46.8	N/A	N/A
Disabled	21	100.0	57.1	38.1	4.8	0.0	14.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	28.6	43.9	17.3	10.2	39.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	100	100.0	28.6	43.9	17.3	10.2	39.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	66	100.0	34.4	46.9	10.9	7.8	32.8	Yes	Yes
Full-pay meals	34	100.0	17.6	38.2	29.4	14.7	52.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	100	100.0	53.1	31.6	9.2	6.1	15.3
<b>Gender</b>							
Male	50	100.0	62.0	30.0	6.0	2.0	8.0
Female	50	100.0	43.8	33.3	12.5	10.4	22.9
<b>Racial/Ethnic Group</b>							
White	76	100.0	44.6	35.1	12.2	8.1	20.3
African American	24	100.0	79.2	20.8	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	79	100.0	49.4	31.2	11.7	7.8	19.5
Disabled	21	100.0	66.7	33.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	53.1	31.6	9.2	6.1	15.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	100	100.0	53.1	31.6	9.2	6.1	15.3
<b>Socio-Economic Status</b>							
Subsidized meals	66	100.0	64.1	29.7	3.1	3.1	6.3
Full-pay meals	34	100.0	32.4	35.3	20.6	11.8	32.4

<b>Social Studies</b>							
All Students	100	100.0	45.9	36.7	9.2	8.2	17.3
<b>Gender</b>							
Male	50	100.0	52.0	40.0	4.0	4.0	8.0
Female	50	100.0	39.6	33.3	14.6	12.5	27.1
<b>Racial/Ethnic Group</b>							
White	76	100.0	39.2	37.8	12.2	10.8	23.0
African American	24	100.0	66.7	33.3	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	79	100.0	41.6	39.0	10.4	9.1	19.5
Disabled	21	100.0	61.9	28.6	4.8	4.8	9.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	45.9	36.7	9.2	8.2	17.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	100	100.0	45.9	36.7	9.2	8.2	17.3
<b>Socio-Economic Status</b>							
Subsidized meals	66	100.0	54.7	34.4	7.8	3.1	10.9
Full-pay meals	34	100.0	29.4	41.2	11.8	17.6	29.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	35	100.0	17.1	31.4	48.6	2.9	51.4
	4	31	100.0	46.7	30.0	20.0	3.3	23.3
	5	42	100.0	41.5	48.8	9.8	0.0	9.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	19.4	48.4	29.0	3.2	32.3
	4	40	100.0	40.0	40.0	17.5	2.5	20.0
	5	29	100.0	29.6	48.1	22.2	0.0	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	35	100.0	22.9	65.7	8.6	2.9	11.4
	4	31	100.0	40.0	43.3	3.3	13.3	16.7
	5	42	100.0	24.4	51.2	17.1	7.3	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	29.0	58.1	12.9	0.0	12.9
	4	40	100.0	35.0	25.0	25.0	15.0	40.0
	5	29	100.0	18.5	55.6	11.1	14.8	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	35	100.0	48.6	34.3	14.3	2.9	17.1
	4	31	100.0	56.7	20.0	6.7	16.7	23.3
	5	42	100.0	53.7	36.6	7.3	2.4	9.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	61.3	32.3	3.2	3.2	6.5
	4	40	100.0	50.0	30.0	15.0	5.0	20.0
	5	29	100.0	48.1	33.3	7.4	11.1	18.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	35	100.0	11.4	54.3	8.6	25.7	34.3
	4	31	100.0	33.3	50.0	0.0	16.7	16.7
	5	42	100.0	39.0	46.3	4.9	9.8	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	45.2	38.7	9.7	6.5	16.1
	4	40	100.0	52.5	27.5	15.0	5.0	20.0
	5	29	100.0	37.0	48.1	0.0	14.8	14.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 255)</b>				
First graders who attended full-day kindergarten	97.8%	Down from 97.9%	100.0%	100.0%
Retention rate	8.9%	Up from 4.1%	3.7%	2.8%
Attendance rate	95.4%	Up from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	9.5%	Down from 13.9%	8.8%	10.4%
On academic plans	36.1%	N/AV	39.9%	33.6%
On academic probation	16.7%	N/AV	1.4%	1.0%
With disabilities other than speech	10.1%	Up from 8.0%	8.4%	7.5%
Older than usual for grade	1.7%	Down from 2.1%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 29)</b>				
Teachers with advanced degrees	48.3%	Up from 47.5%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.7%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	5.0%	Up from 3.6%	0.0%	0.0%
Teachers returning from previous year	77.6%	Down from 82.8%	87.3%	87.3%
Teacher attendance rate	92.8%	Down from 95.5%	95.2%	94.9%
Average teacher salary	\$40,543	Up 1.7%	\$42,257	\$42,485
Prof. development days/teacher	20.0 days	Up from 18.0 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 18.8 to 1	18.0 to 1	18.6 to 1
Prime instructional time	82.9%	Down from 86.9%	89.7%	89.7%
Dollars spent per pupil*	\$7,012	Up 28.5%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	56.8%	Up from 50.3%	63.3%	64.0%
Percent of expenditures for instruction*	63.6%		69.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Whitmire Community School is a Pre-K through 12 facility located in northern Newberry County. WCS is accredited by the Southern Association of Colleges and Schools and qualifies as a South Carolina State Department of Education Red Carpet school, a South Carolina Reading First school, a NASA Explorer school, and was recently named an SREB/SDE High Schools That Work site. In 2005 an Excellent high school report card rating resulted in our school being named a Palmetto Gold Award winner.

Our classroom instruction is based on South Carolina curriculum standards with our focal point being reading and writing instruction. Reading and writing instruction is integrated across all content areas and the responsibility is equally shared by all of our teachers, students, parents, and the community. Family message journals, the Wee Deliver postal system, author visits, Read Across America Week, and Family Write, Reading, and Math Nights provide authentic writing and reading opportunities throughout our school and community.

As we seek continuous professional growth, our teachers and administrators have completed over 520 days of professional development training. Included among these were various conferences including Reading First, High Scope, Professional Learning Communities, Data Analysis, SDE Best Practice, Grant Writing, Brain Based Research, School Leadership Executive Institutes, SCASA Summer Leadership, Science Plus Institute, Energy 2 Learn, Authentic Assessment, and various Math, Writing, Social Studies, Science and Reading Conferences. Over fifty percent of our staff completed advanced degree coursework during the year.

We continued a Measures of Academic Progress assessment program for grades 2 through 10 to measure student growth in Reading, Language Usage, Mathematics and Science to identify each student's strengths and weaknesses. Our Data Analysis Study Group will examine MAP results along with student performance on PACT, HSAP, Compass, Success Maker and classroom assessment to establish goals and objectives for ongoing school improvement. A daily enrichment/remediation period was scheduled for grades 3-8 and an after-school homework center was implemented for grades 3-12 to enhance student achievement.

Our mission, while providing a safe and nurturing environment and collaborating with families and the community, is to prepare all of our students through academics, the arts, athletics, and extra-curricular experiences to be productive, responsible, global citizens who engage in lifelong learning.

Jim C. Suber, Jr., Principal

Todd Johnson, School Improvement Council, Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	28	21
Percent satisfied with learning environment	100.0%	89.3%	85.0%
Percent satisfied with social and physical environment	95.7%	78.6%	80.0%
Percent satisfied with school-home relations	86.4%	96.4%	85.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.